

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

CDC 070 -13-3880 Cleveland Elementary Schoolwide Title-I Plan 6-30-15

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ORANGE PUBLIC SCHOOLS	School: Cleveland Street School
Chief School Administrator: RONALD C. LEE	Address: 355 Cleveland Street Orange, NJ. 07050
Chief School Administrator's E-mail: LeeRonal@orange.k12.nj.us	Grade Levels: K-7
Title I Contact: Fay Polefka	Principal: Dr. Cayce J. Cummins
Title I Contact E-mail: Polefka@orange.k12.nj.us	Principal's E-mail: cumminsc@orange.k12.nj.us
Title I Contact Phone Number: (973) 677-4000	Principal's Phone Number:(973) 677-4100

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 16 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ _____, which comprised _____% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ _____, which will comprise _____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Spelling/Vocabulary City	1-2			
Math180 Stipends/0 period	3	Extended Day		\$
Parent Participation	1-3			\$
Learning.com	1-2	Student Engagement		\$

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *“The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dr. Cayce J. Cummins	Administration	Yes	Yes	Yes	Yes
Ketsia Jean-Baptiste	ELA K-4	Yes	Yes	Yes	
Julie O'Connor	ELA Gr.5-7	Yes	Yes	Yes	
James DeLoatch	Math Gr. 5-7	Yes	Yes	Yes	
Marc Levenson	Middle School /S.S. Gr. 5-7	Yes	Yes	Yes	
Charmaine Fraser	Special Education	Yes	Yes	Yes	
Daniel Turk	School Counselor	Yes	Yes	Yes	
Arlene Freeman	Paraprofessional	Yes	Yes	Yes	
Enid Unger	ELL Professional	No	Yes	Yes	
Krystal Langford/ Samira Sewell	Parent/Community Member	Yes	Yes	Yes	

Yes

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
September 8, 2014	Room 8	Schoolwide Plan Development	Yes		Yes	
October 15, 2014	Library	Schoolwide Plan Development	Yes			No
October 21, 2014	Room 8	Comprehensive Needs Assessment	Yes		Yes	
November 1, 2014	Room 8	Schoolwide Plan Development	Yes		Yes	
December 8, 2014	Room 8	Program Evaluation	Yes		Yes	
January 5, 2015	Library	Schoolwide Plan Development	Yes			No
January 12, 2015	Room 8 CSS	Schoolwide Plan Development	Yes		Yes	
February 2015	No meeting due to inclement weather and vacation	NA		No		No
March 2, 2015	Room 8	Program Evaluation	Yes		Yes	
March 11, 2015	Library	Comprehensive Needs Assessment	Yes			No

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

March 30, 2015	Room 8	Program Evaluation	Yes		Yes	
April 2015	NA	NA	NA			
May 20, 2015	Room 8	Program Evaluation	Yes		Yes	
June 24, 2015	Room 8					

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Our mission is to provide a stimulating, collaborative learning environment that maximizes student potential. This ensures that all children are able to meet academic, social, and emotional challenges, while maintaining the flexibility to be continuously adapting to the needs of our students and community.
--	---

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Yes, the program was fully implemented with the collaboration of staff during common planning time, department meetings and staff meetings. High-quality professional development was provided in all core program areas, including implementation of the Common Core State Standards and assessments.

2. What were the strengths of the implementation process?

All stakeholders participated in the collaboration process to achieve our goals. Professional development was provided to enhance students' growth across all content areas. This allowed all teachers to establish common procedures and plans that met the needs of all learners. The process also allowed teachers to collaborate and articulate with grade level counterparts across the district.

3. What implementation challenges and barriers did the school encounter?

- *Technology and Internet Issues*
- *First Year Administration of the PARCC Exam*
- *Inclement weather resulting in schedule disruptions*
- *Scheduling mandates resulted in collapsing and/or combining programs resulting in overcrowded classes*

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Teachers have a better grasp on how to implement the Common Core. In some subject areas, the pacing provided a more structured implementation of Common Core practices. However, time constraints hampered full realization of program implementation. Attendance was chronically poor for the Zero-Block implementation of Math 180, despite a series of

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

incentives for student participation. For instance, Math180 programs at grades 6-7 only completed an average of 12% of the content. Teachers new to the program required additional support on pacing and the structure of the program. Read180 content suffered similarly completing a schoolwide mean of 9 segments completed, 2 below the district average. Furthermore, students and staff rituals and routines were interrupted by school closings and delays due to a particularly harsh winter. Time for programs such as Read 180 and Math 180 were lost. Turnover for Read180 and new staff for Math180: All teachers responsible for these programs had little or no experience or training in these interventions.

Comment [CC1]: Update 2014-15 data

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

We obtained the necessary buy-in through high levels of communication during departmental meetings, common planning, staff meetings, ESL parent, Parent-Teacher Conferences, and PTO (AM and PM) meetings. In addition, stakeholders were able to provide feedback through parent, staff, and student surveys.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Whole and small group instruction, individual instruction, students' construction of viable arguments, student discourse, flexible group instruction, & differentiated lesson planning, delivery, and assessments.

9. How did the school structure the interventions?

Our interventions were differentiated based on individual students' needs and a review of data from teacher, school, and district assessments (i.e. Module/Unit Assessments, SMI, SRI).

10. How frequently did students receive instructional interventions?

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Students are provided academic interventions throughout the school day, as well as before school, after school, and during lunch.

11. What technologies did the school use to support the program?

Our support programs included but were not limited to Google Classroom/Docs, Study Island, Spelling City, Discovery Education, MS Office, Read180, Math180, iRead, Starfall, Brainpop, System44, Smart Response System, and Readorium.

12. Did the technology contribute to the success of the program and, if so, how?

Technology helped differentiate instruction for students by assisting teachers in assessing students' academic levels on a real-time basis.

****Provide a separate response for each question.***

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	10		Read 180, Spelling City, After-School program	
Grade 5	7		Read 180, Spelling City, After-School program	
Grade 6	8		Read 180, Spelling City, After-School program	
Grade 7	8		Read 180, Spelling City, After-School program	
Grade 8	N/A			
Grade 11	N/A			

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 12	N/A			
----------	-----	--	--	--

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	8		After School Progra	
Grade 5	3		After School Program	
Grade 6	3		After School Program, Peer Tutoring	
Grade 7	7		After School Program, Peer Tutoring	
Grade 8	N/A			
Grade 11				
Grade 12				

**Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)**

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten			iRead, AfterSchool Academy	K-2 teachers consistently used the iRead program and attendance was high for these grades in the After School Academy.
Grade 1			iRead, AfterSchool Academy	K-2 teachers consistently used the iRead program and attendance was high for these grades in the After School Academy.
Grade 2			iRead, AfterSchool Academy	K-2 teachers consistently used the iRead program and attendance was high for these grades in the After School Academy.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	
Kindergarten			After School Academy, Small Group Instruction on targeted skills	K-2 teachers consistently used small group instruction to target specific skills during daily instruction and attendance was high for these grades in the After School Academy.
Grade 1			After School Academy , Small Group Instruction on targeted skills	K-2 teachers consistently used small group instruction to target specific skills during daily instruction and attendance was high for these grades in the After School Academy.
Grade 2			After School Academy, Small Group Instruction on targeted skills	K-2 teachers consistently used small group instruction to target specific skills during daily instruction and attendance was high for these grades in the After School Academy.
Grade 9				
Grade 10				

Comment [K2]: I believe the numbers for column 1 should be based on 72% or below students

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Afterschool Academy Zero Period Read 180 pre-selected students		Pre and Post Assessments Unit & Benchmark Assessments Module Assessments Chapter tests	Overall 5-10% increase in student performance with variances based on grade level.
Math	Students with Disabilities			Pre and Post Assessments Unit & Benchmark Assessments Module Assessments Chapter tests	
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Afterschool Academy		Pre and Post Assessments Unit & Benchmark Assessments Module Assessments Chapter tests	
Math	ELLs	Afterschool Academy			

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	After school Academy		Pre and Post Assessments Unit & Benchmark Assessments Module Assessments Chapter tests	
Math	Economically Disadvantaged	Afterschool Academy		Pre and Post Assessments Unit & Benchmark Assessments Module Assessments Chapter tests	
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities			Pre and Post Assessments Unit & Benchmark Assessments Module Assessments Chapter tests	
Math	Students with Disabilities			Pre and Post Assessments Unit & Benchmark Assessments Module Assessments Chapter tests	
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs			Pre and Post Assessments Unit & Benchmark Assessments Module Assessments Chapter tests	
Math	ELLs			Pre and Post Assessments Unit & Benchmark	

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Assessments Module Assessments Chapter tests	
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

***Family and Community Engagement* Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X ☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Cayce Cummins
Principal's Name (Print)

Principal's Signature

June 30-2015
Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	K-2 Curriculum and Unit Assessments (See trackers) 3-7 Module Assessments 7-Ph Lit iRead, Studyisland Readorium	Trackers
Academic Achievement - Writing	DWA 1-3 Trackers	
Academic Achievement – Mathematics	Unit Assessments/Benchmark Math 180 PARCC (awaiting 2015 results)	
Family and Community Engagement	Awards Assemblies PTO Meetings & Family Cook Out PT Conferences Open House Family Literacy Night Family/Community Activities Family Math Night Family Science Night Multicultural Day	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Career Day Mobile Dentist Bike Rodeo	
Professional Development	2014-15 Staff Survey Results	Predominant need among staff is in area of Advanced Differentiation/Guided Reading and Lucy Calkins Teaching Strategies according to survey. Lesson planning should reflect an increase in this area
Leadership	staff, parent, student surveys	
School Climate and Culture	staff, parent, student surveys	
School-Based Youth Services	YMCA attendance	
Students with Disabilities	READ 180 After School Unit and Benchmark Assessments Module Assessments	
Homeless Students	Attendance, grades, behavior	
Migrant Students		
English Language Learners		
Economically Disadvantaged		

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

For our needs assessment for the 2014-2015 school year, Cleveland Street School administration, teachers, support staff, students, and parents completed comprehensive needs assessment surveys in the areas of school climate, facilities and resources, empowerment, leadership, community engagement, professional development, school safety, curriculum, instruction, and formative and summative assessments. The summary of the results clearly identified the priority areas of the school.

2. What process did the school use to collect and compile data for student subgroups?

The principal, school counselor, individual teachers and data team analyzed the data from the NJASK subgroup reports. Each subgroup either had its own report, or the report was disaggregated in a section of a report. Subgroup results, as well as Study Island, Read180 and results, were compared to prior years and analyzed for areas of weaknesses and strengths. Module Assessments and unit assessments results were disaggregated, analyzed and compared unit by unit during the course of the 2014-2014 school year

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The school ensures that data used in the needs assessment process are valid and reliable by utilizing standardized assessments (i.e. Module Assessments. All assessments are state-created and/or district-mandated assessments.

4. What did the data analysis reveal regarding classroom instruction?

The data were compiled by taking the raw scores and responses from the surveys and converting them into percentages. A comparison of test data from previous years was generated and reviewed by staff members at the start and end of the school year to establish specific instructional goals for teachers to follow as well as ways to facilitate the delivery of instruction. Walkthrough data reveals that regular portfolio use in classroom instruction has a positive effect on students' performance on district and state writing assessments.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

After an analysis of the staff survey, the highest percentage of need, based on teacher responses, was in the area of “Advanced Differentiating Instruction Techniques.” Professional development efforts remain inconclusive after data analysis. A large emphasis of PD was in teaching the Common Core curriculum and SGOs. SGOs that were based on Module Curriculum did have a positive effect on student performance on Module and writing assessments.

6. How does the school identify educationally at-risk students in a timely manner?

At-risk students are identified through a variety of methods early in the school year. Cleveland Street School staff review student standardized test data at the beginning of the school year and as needed throughout the school year for newly enrolled students. Extended Day, Saturday, and Summer Programs are designed around assisting the students in meeting the CCSS.

7. How does the school provide effective interventions to educationally at-risk students?

At-risk students are identified through a variety of methods early in the school year or upon enrollment in the school. Newly enrolled ELLs are given an assessment of skills and placed in the appropriate educational setting. Cleveland Street School staff review student standardized test data at the beginning of the school year to determine areas of strengths and weaknesses for effective planning. Extended Day and Saturday Programs are designed around assisting the students in meeting and achieving the requirements by grade level of the CCSS for ELA and Math. Additionally, students who continue to struggle after receiving extended services are referred to the I&RS team for additional recommendations.

8. How does the school address the needs of migrant students?

N/A

9. How does the school address the needs of homeless students?

The Cleveland Street School Counselor ensures that transportation is provided, coordinates services with shelters, as well as any additional services on an as-needed basis.

Comment [K3]: Please check to see if we do have homeless students

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

- 10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers using Model Curriculum Assessment tools create an action plan and needs assessment based on student performance. The Staff survey allows teachers to provide feedback on the implementation of academic assessments and programs.

- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Orientations are provided to all transitioning students at Cleveland. Parents of preschoolers, and preschool classes attend separate orientations where they meet Kindergarten teachers, learn about the curriculum, and tour the school. Fourth graders experience transition to middle school in June, when they meet their 5th grade teachers and sample their prospective classes. Seventh graders all attend an OPA orientation prior to transitioning to OPA.

- 12.** How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The Needs Assessment for the 2015-2016 Title 1 Unified Plan was a yearlong collaborative effort. The School Management Team (SMT) and Data Team Teacher checklists were compiled and a summary of the results clearly identified the priority areas of instruction.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	CLOSING THE ACHIEVEMENT GAP – Grades K-2 and 3-5 ENGLISH LANGUAGE ARTS LITERACY AND STUDENTS WITH DISABILITIES	
Describe the priority problem using at least two data sources	Students are not mastering the CCSS in ELA in Grade 3-5 as measured by District and state assessments.	
Describe the root causes of the problem	Partially Proficient – General Education, Special Education Students, ELL	
Subgroups or populations addressed		
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Balanced Literacy (Reader's Workshop, Word Study, Writer's Workshop) Learning Centers Differentiated Instruction Literacy Workshops Reading Comprehension Strategies Lucy Calkins and 6+1 Traits of Writing Study Island Read 180 Module and Unit Assessments	
How does the intervention align	All programs and strategies are directly aligned with	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT <i>ESEA §1114 (b)(1)(A)</i>

with the Common Core State Standards?	CCSS indicators	
---------------------------------------	-----------------	--

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	INFUSE RIGOR IN MATHEMATICS TO INCREASE STUDENT ACHIEVEMENT AND CLOSE THE ACHIEVEMENT GAP IN GENERAL EDUCATION AND SPECIAL EDUCATION.	
Describe the priority problem using at least two data sources	Not all students are mastering the CCCS mathematics.	
Describe the root causes of the problem	Instructional practices need to see a major paradigm shift from teaching to learning with outcomes being clearly identified. Instructional methodologies must align with current best practices, and must be infused with the skills and content necessary to meet the state standards. Writing must be infused across the curriculum and all genres must be practiced regularly. All content teachers need further professional development in content, as well as comprehension strategies.	
Subgroups or populations addressed	Partially Proficient – General Education, Special Education Students, ELL	
Related content area missed (i.e., ELA, Mathematics)	Connected Mathematics Investigative Mathematics Go Math, Singapore Mathematics Differentiated Instruction Learning Centers Pre/Post Assessments Study Island	
Name of scientifically research based intervention to address		

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

priority problems		
How does the intervention align with the Common Core State Standards?		

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Journeys (Balanced Literacy Program)	K-5 Teachers, LAL Master Teacher	Teacher Evaluations, Teacher Assessments, Project-based Learning Opportunities	What Works Clearinghouse Database http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Math	Students with Disabilities	Work Sampling	Kindergarten	K & SE Teachers, Early Childhood Supervisors & Coaches	10% increase in student achievement on standardized assessments.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	SIOP Sheltered English	Teachers Principal ESL Supervisors	10% increase in student achievement on standardized assessments.	http://www.siopinstitute.net/about.html http://ies.ed.gov/ncee/wwc/reports/english_lang/siop/index.asp What Works Clearinghouse

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs				
ELA	Economically Disadvantaged	Prentice Hall Reading PH Lit	Grade 6-7 Teachers, LAL Master Teacher	Teacher Evaluations, Teacher Assessments, Project-based Learning Opportunities	What Works Clearinghouse Database http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading
Math	Economically Disadvantaged	Connected Mathematics	6-7	Grade 6-7 Teachers, Math Master Teacher	10% increase in student achievement on standardized assessments.
ELA		Journeys (Balanced Literacy Program)	K-5 Teachers, LAL Master Teacher	Teacher Evaluations, Teacher Assessments, Project-based Learning Opportunities	What Works Clearinghouse Database http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
ELA, Math, Science and S.S.	K-7	Data Analysis to Drive Instruction and Improvement of Practice	All teachers- CPT, Data Team, SMT	All teachers- CPT, Data Team, SMT	10% increase in student achievement on standardized assessments.

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Spelling and Vocabulary City	Grade K-7 Teachers	10% increase in student achievement on standardized assessments.	http://www.spellingcity.com/training-videos-faq.html http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=546%20ctid=1&f= What Works Clearinghouse Pearson www.myworldsocialstudies.net
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

**Use an asterisk to denote new programs.*

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
2. How will the school engage parents in the development of the written parent involvement policy?
3. How will the school distribute its written parent involvement policy?
4. How will the school engage parents in the development of the school-parent compact?
5. How will the school ensure that parents receive and review the school-parent compact?
6. How will the school report its student achievement data to families and the community?
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
8. How will the school inform families and the community of the school's disaggregated assessment results?
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
10. How will the school inform families about the academic achievement of their child/children?
11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible